

CHANCELLOR - YOSEMITE COMMUNITY COLLEGE DISTRICT**DEFINITION**

The Chancellor oversees and coordinates leadership for a community college district with two distinctively different colleges and their communities – Columbia College with 4,000 students, and Modesto Junior College with 25,000 students. The Chancellor provides long-range planning to ensure the District's educational quality and fiscal stability, and establishes and maintains good relationships with representatives from the communities within the District as well as with state and federal agencies and decision-makers. The Chancellor is responsible for supporting and advancing student learning and success within the colleges and for the institutional integrity of the entire District.

SUPERVISION RECEIVED AND EXERCISED

The Chancellor reports directly to the Yosemite Community College District Board of Trustees. Further, the Chancellor delegates authority to Vice-Chancellors for the administration of the district and to the College Presidents for the administration and operations of the colleges.

EXAMPLES OF DUTIES AND RESPONSIBILITIES

- Advises the Board of Trustees on effective governance practices, policy development, fiscal oversight, collective bargaining, strategic planning and legal matters under their jurisdiction.
- Supervises and evaluates the Vice Chancellors and college Presidents.
- Responsible for strengthening governance, leadership and advocacy throughout the District.
- Provides leadership in the planning and development of faculty and staff.
- Strengthens planning and accountability in the colleges and District office.
- Provide guidance and support to the colleges and district offices in their efforts to comply with accountability standards and requirements.
- Supports acquisition and integration of research and institutional data in decision-making processes at both colleges and the District office.
- Leads the District through comprehensive revision and update of its strategic planning processes and documents.
- Responsible for strengthening fiscal resources in support of critical programs and services.
- Maintains and strengthens Human Resources and employee relations.
- Maintains and seeks to advance high quality and accessible student learning opportunities.
- Addresses needs as necessary to reorganize and streamline the operations of the District's central services operations to better support the two colleges.

QUALIFICATIONS**Minimum Education and Experience:**

- **Education:** A master's degree from an accredited college or university is required.
- **Experience:** Two to three years of senior-level administrative leadership is required, preferably at the community college level.

Preferred Education and Experience:

- **Education:** An earned doctorate or other appropriate terminal degree from an accredited college or university is preferred.
- **Experience:** Two years of educational administrative experience at the level of President or Superintendent/Chancellor is preferred.

Desirable Qualifications:

- Knowledge of the academic, socioeconomic, cultural, and ethnic backgrounds of community college students, and sensitivity to the needs, problems and challenges associated with the diversity of the community college student population are required.
- A comprehensive understanding of the community college mission and the key issues facing higher education is required.
- Active educator with successful faculty experience at the college level.
- Has had a variety of increasingly responsible experiences in leadership, management and development, preferably within a multi-campus or multi-college district.
- Has a strong understanding of complex financial issues facing community colleges with a proven ability to allocate resources equitably and systematically.
- Has the proven ability to obtain additional funding for the colleges through political advocacy, aggressive grant acquisition, and actively soliciting private sector and donor support.
- Has successful experience in the planning, development, construction and modernizing of college facilities both on and off campus.
- Has a demonstrated understanding of the role of the District in the regional accreditation process.
- Is accessible and visible to all constituents within the colleges and greater communities and works well with students, faculty, classified staff, and administration.
- Possesses a strong vision, a high level of energy, and unquestionable integrity and honesty.
- Is committed to academic excellence and student success and will motivate and support others in their efforts to provide high quality and accessible programs and services to students throughout the college District.
- Communicates effectively, possesses an open communication style with strong speaking, writing, and listening skills.
- Is a consensus builder with a leadership style that empowers others through team building and trust.
- Supports the comprehensive community college concept and has the skills to ensure a balance between the competing priorities of transfer, vocational/technical and basic skills education.
- Is student centered, committed to offering learning center programs, supportive of student services and is sensitive to the effects of all decisions on students and the campus communities.
- Is sensitive to and appreciative of diversity and students with unique and special needs.
- Is committed to establishing an effective relationship and strong accountability to the Governing Board.
- Demonstrates an understanding of community college issues and challenges and will work effectively with District and College leaders to resolve controversial issues and problems in a timely and fair manner utilizing input from constituent groups.
- Has a proven commitment to participatory governance and collaborative decision-making.

- Is firmly committed to high academic standards, academic freedom, and excellence in teaching and learning.
- Is an articulate spokesperson for the District, locally, statewide, and nationally; and is politically astute with proven advocacy skills and a solid understanding of local, state, and national legislative processes and issues.
- Supports quality academic and co-curricular programs and activities at the colleges, including but not limited to student leadership development, student government, athletics, the fine arts, and extracurricular activities.
- Values and advocates for student support services and student development programs as a critical component of student learning and success.
- Supports the development of effective partnerships between the colleges and business and industry, cultural entities, and civic organizations throughout the entire District service area.
- Understands the importance of technology as it relates to institutional effectiveness including its application to teaching and learning, and administrative support.
- Supports and expands the two colleges' contributions in their respective communities and works to strengthen community relations district-wide.
- Ability to sustain a unified district environment, within the context of supporting and recognizing the unique qualities and cultural attributes of each of the colleges and their contributions to the overall District mission.

LICENSES AND CERTIFICATES

- Possession of valid California Motor Vehicle Operator's License.

PHYSICAL AND MENTAL STANDARDS

- **Mobility:** ability to sit for long periods, move about an office, stand occasionally, reach above and below desk level.
- **Dexterity:** fine manipulation sufficient to operate a keyboard, handle individual papers, write and take notes.
- **Lifting:** occasional lifting of papers, files, equipment and material weighing up to 25 pounds.
- **Visual Requirements:** close vision sufficient to read files, documents, and computer screens and do close-up work; ability to adjust focus frequently.
- **Hearing/Talking:** ability to hear normal speech, speak and hear on the telephone, and speak in person.
- **Emotional/Psychological Factors:** ability to make decisions and concentrate; frequent contact with others including some public contact; frequent deadlines and time-limited assignments.

TYPICAL WORKING CONDITIONS

- Work is generally performed in a standard office environment.
- Work may often require evening and weekend hours.